States, Early Education and the Every Student Succeeds Act

November 6, 2017
3:30 to 5:00 pm Eastern
The BUILD Initiative’s Mission

The BUILD Initiative supports state leaders to develop a comprehensive, equitable system (infrastructure, programs, policies and services) that meets the needs of young children and their families.

This systems-building approach effectively prepares our youngest children for a successful future, while carefully using private and public resources.
Approach for Today’s Webinar

• New series, Maximizing Federal Investments in Young Children
• Today’s focus: Every Student Succeeds Act
• Our topics
  – Top gains to date; role of partnerships, coalitions and stakeholders; opportunities for children who are DLL, homeless; state and local plans; implementation; equity; current priorities; resources
Our Speakers

Andrea Brinnel
CT Office of Early Childhood

Danielle Ewen
Education Counsel

Harriet Feldlaufer
CT Office of Early Childhood

Delia Pompa
Migration Policy Institute

Harriet Dichter
BUILD Initiative
[moderator]

Cynthia Rice
Advocates for Children of New Jersey
Question 1:

• Early learning is **largely discretionary** within ESSA.
• With that in mind, what are the **top gains** for early learning for **infants, toddlers, preschoolers** through ESSA that you are seeing in states right now?
• What about for children in the **early elementary grades**?
• Integration of early childhood education services into K-12 systems

• Enhanced attention to dual language learners (DLL)

• Enhanced professional development for teachers of DLLs
NJ Department of Education:
- Pre-ESSA: There were a lot of “moving parts” and a lot looked good on paper
- Post-ESSA: Provided the impetus for intentionality

Advocates:
- Framed out what we wanted adopted...
  AND THEN PUSHED...
Andrea Brinnel and Harriet Feldlaufer, Connecticut Office of Early Childhood

- Going beyond the K-12 conversation
- Cross agency efforts
- Advocacy outside of state agencies
Danielle Ewen, Education Counsel

- Access to high quality early childhood programs is an issue of equity
- Districts are key to successful implementation
- Early childhood can be a core component of school improvement strategies
- Information on progress of young students (pre-kindergarten to 3rd) is critical to school success
- States want districts to create policy and practice to facilitate transition and coordination between schools and early childhood providers
- Early literacy is the focus of many early interventions
Danielle Ewen, Education Counsel

- Increased prominence of data on young children and policies and practices to share between early childhood and k-12 system
- Chronic absenteeism is primary school quality/student success indicator used for children before 3rd grade
- Indicators and/or measures of progress in kindergarten through 2nd grade are under consideration
- Focus on social-emotional skills and on assessments and interventions that support the whole child
- Professional development for district and school leaders on school readiness and child development
Question 2:

• Is it necessary to build a coalition and partnership to see early learning included in ESSA plans at the state level?

• What’s going on in states in this area?
• **Y E S !!!**

• Why? Early learning is largely discretionary!

• We knew an early childhood advocacy “army” was necessary

• Needed to have a cadre of stakeholders advocating for a broader B-3 continuum to shift the ESSA lens from primarily focusing on K-12
Andrea Brinnel and Harriet Feldaufer, Connecticut Office of Early Childhood

State Agencies and Organizations
- CT Office of Early Childhood
- CT State Department of Education
- CT Association of Schools
- CT Association of Public School Superintendents
- CT Head Start Association
- CT Association of Boards of Education

Public Schools
- Superintendents
- Assistant Superintendents
- Curriculum Directors
- Principals
- PreK Teachers
- K Teachers
- Directors of Pupil Services
- Attendance Officers

Others
- Philanthropy
- Community Action Agencies
- Parents
- CT Data Collaborative
- State Funded PreK Programs
- Higher Education
Question 3:

• The **demographics** of the United States are rapidly changing, with a growing Dual Language Learner population.

• Who are the **state leaders for DLL** and what can we learn from them for ESSA work?

• What about **young students with disabilities and those who are homeless?**
Leaders include states like New York and Washington

Among the lessons they can teach us are:
  – Work with community groups
  – Include DLLs in an integrated long range plan that addresses ECE through grade 12
  – Embed DLL quality in accountability measures
Danielle Ewen, Education Counsel

- New McKinney-Vento requirements for preschool children and school of origin
- Required coordination with IDEA programs serving young children with disabilities
- Accountability system indicators and metrics:
  - Suspension and expulsion information
  - Chronic absence
Question 4:

• What are some things that **states must do** that our listeners might not be aware of?
Cynthia Rice, Advocates for Children of New Jersey

COORDINATION!

As the plan was being developed

Since the plan’s approval
### Title/Section

<table>
<thead>
<tr>
<th>Title/Section</th>
<th>Instance</th>
<th>Required</th>
<th>Allowable/Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I, Part A Sec.1111(a)(4)(B)</td>
<td>SEA Plan</td>
<td>SEAs must coordinate with other programs that provide services for young children, including the IDEA, CCDBG, and Head Start, among other programs.</td>
<td>In its State plan, an SEA must describe a Statewide accountability system that includes not less than one indicator of school quality or student success, which State may be of the State’s choosing. This indicator must allow for meaningful differentiation in school performance and is valid, reliable, comparable, and Statewide (e.g., an early learning measure).</td>
</tr>
<tr>
<td>Title I, Part A Sec.1111(a)</td>
<td>SEA Plan</td>
<td></td>
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</tr>
<tr>
<td>Title I, Part A Sec.1111(g)(1)(A)</td>
<td>SEA Plan</td>
<td>SEAs must describe in their State Title I plans how the State will provide assistance to LEAs and schools choosing to use Title I Funds to support early childhood education programs.</td>
<td></td>
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</tbody>
</table>

### Non-Regulatory Guidance

**Early Learning in the Every Student Succeeds Act**

*Expanding Opportunities to Support our Youngest Learners*
Question 5:

• ESSA has a lot of different titles and parts. Can you review the **state and local plans** and their relationships and **timelines** and pinpoint the **leverage points**?
A District Guide to ESSA and the Importance of Stakeholder Engagement Participation, Preparation & What Comes Next (Partners for Each and Every Child)
CT’s Consolidated State Plan

Tiered Supports for Schools and Districts
SDE Cross Divisional Teams
Evidence-based Guidance for School Improvement
School Needs Assessment
Program Review Tool Kit
Electronic Platform (grants, improvement plans & resources)
Transition Pathways (PK to K)
Professional Development
Question 6:

• How can states promote equity in their early learning work through ESSA?
• Weave DLL needs and quality considerations throughout QRIS design as well as implementation processes

• Make DLLs visible in state pre-K and other early learning programs by collecting data at the state level on young children’s home languages to enable quality improvement and informed decision-making

• Make provisions for DLLs in Kindergarten Entry or Readiness Assessments where applicable (ideally through provision of assessments in languages other than English, and at a minimum through guidelines on assessment procedures specific to DLLs)
• Promote and expand the “Abbott” preschool model
• Address chronic absenteeism and its impact on short- and long-term student academic success
NJ’s Chronic Absenteeism Problem
Question 7:

• Where are you putting your effort into ESSA and early learning for the **next six months** and why?
• New Jersey’s early learning advocacy strategies are a “work in progress”
• Even though it’s discretionary, how can we build on the current work?
• Moving forward:
  – Coordination
  – Chronic Absenteeism
Delia Pompa, Migration Policy Institute

- Learning more about super-diversity sites
- Informing discussions about the skills teachers need to serve a diverse population
CT ESSA Projects
That Intentionally Include Early Childhood

Guidelines for PreK-K transition

Evidence-based Guidance for School Improvement

Landscape Analysis Toolkit
Question 8:

• If our webinar listeners feel inspired to do more now, what are your go-to resources to support them?
<table>
<thead>
<tr>
<th>Accountability</th>
<th>School Improvement</th>
<th>Assessment and Standards</th>
<th>All Students College and Career Ready</th>
</tr>
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<tbody>
<tr>
<td>Can the state include metrics that cross birth to 3rd (i.e., chronic absenteeism, suspension/expulsion)?</td>
<td>Are there early childhood interventions included as schools are identified?</td>
<td>What assessments are valid and reliable across the birth to 3rd grade?</td>
<td>How is resource equity applied to early childhood programs/pk-3?</td>
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<tr>
<td>How is data used to improve teaching and learning across birth-3rd grade?</td>
<td>What are the interventions for pk-3?</td>
<td>How can early learning standards and k-3 standards be more closely aligned and implemented in through a coordinated approach?</td>
<td>What is the role of a KEA in shaping teaching and learning?</td>
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<td>How are other early childhood priorities included in reporting requirements?</td>
<td>How does the needs assessment include access to HQ ECE by subgroup?</td>
<td>How can PD be used to support improved alignment across birth to third grade?</td>
<td>How are states including early childhood in building a continuum across pk-12?</td>
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</tbody>
</table>
• How will district plans incorporate early childhood (birth to third grade)?
• How can states improve coordination between and across early childhood programs at the state level (pre-kindergarten, child care subsidy, IDEA/619, etc.) and at the local level (community based child care, Head Start, school based pre-kindergarten, etc.)?
• How can the state continuous improvement process support and expand alignment between early childhood and early elementary programs?
• What technical assistance is needed to help districts meet ESSA early learning requirements around coordination, use of standards, etc.?
Thank you!

• Join us for the next webinar in this series: Big Ideas from the Race to the Top-Early Learning Challenge
• Monday, December 11 3:30 pm Eastern

For more information:
www.buildinitiative.org